

## South Elementary

900 Patriot Street  
Dillon, SC 29536

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	249 Students	
<b>Principal</b>	Carla Angus	843-774-1210
<b>Superintendent</b>	D. Ray Rogers	843-774-1200
<b>Board Chair</b>	Fitzgerald Lytch	843-774-5454

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	49	72	12

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### NO

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Average	N/A
<b>2003</b>	Excellent	Excellent	Yes
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Average	Unsatisfactory	No

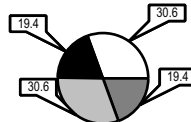
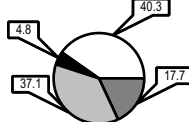
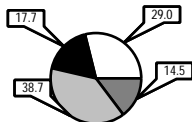
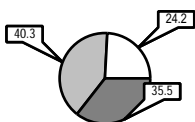
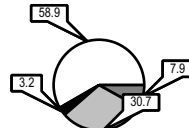
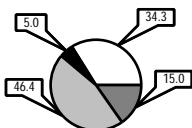
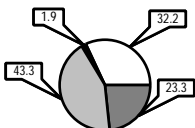
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

N/A

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	64	100.0	24.2	40.3	35.5	0.0	40.3	Yes	Yes
<b>Gender</b>									
Male	27	100.0	19.2	50.0	30.8	0.0	42.3		
Female	37	100.0	27.8	33.3	38.9	0.0	38.9		
<b>Racial/Ethnic Group</b>									
White	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	54	100.0	26.4	45.3	28.3	0.0	34.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	51	100.0	20.4	38.8	40.8	0.0	44.9		
Disabled	13	100.0	38.5	46.2	15.4	0.0	23.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	64	100.0	24.2	40.3	35.5	0.0	40.3		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	64	100.0	24.2	40.3	35.5	0.0	40.3		
<b>Socio-Economic Status</b>									
Subsidized meals	60	100.0	24.1	41.4	34.5	0.0	39.7	Yes	Yes
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	64	100.0	29.0	38.7	14.5	17.7	43.5	Yes	Yes
<b>Gender</b>									
Male	27	100.0	26.9	34.6	15.4	23.1	50.0		
Female	37	100.0	30.6	41.7	13.9	13.9	38.9		
<b>Racial/Ethnic Group</b>									
White	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	54	100.0	34.0	37.7	15.1	13.2	37.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	51	100.0	26.5	36.7	16.3	20.4	49.0		
Disabled	13	100.0	38.5	46.2	7.7	7.7	23.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	64	100.0	29.0	38.7	14.5	17.7	43.5		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	64	100.0	29.0	38.7	14.5	17.7	43.5		
<b>Socio-Economic Status</b>									
Subsidized meals	60	100.0	27.6	41.4	13.8	17.2	43.1	Yes	Yes
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	64	100.0	40.3	37.1	17.7	4.8	22.6
<b>Gender</b>							
Male	27	100.0	30.8	38.5	26.9	3.8	30.8
Female	37	100.0	47.2	36.1	11.1	5.6	16.7
<b>Racial/Ethnic Group</b>							
White	9	100.0	I/S	I/S	I/S	I/S	I/S
African American	54	100.0	45.3	39.6	11.3	3.8	15.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	51	100.0	34.7	42.9	16.3	6.1	22.4
Disabled	13	100.0	61.5	15.4	23.1	0.0	23.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	64	100.0	40.3	37.1	17.7	4.8	22.6
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	64	100.0	40.3	37.1	17.7	4.8	22.6
<b>Socio-Economic Status</b>							
Subsidized meals	60	100.0	41.4	37.9	17.2	3.4	20.7
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S

<b>Social Studies</b>							
All Students	64	100.0	30.6	30.6	19.4	19.4	38.7
<b>Gender</b>							
Male	27	100.0	26.9	34.6	19.2	19.2	38.5
Female	37	100.0	33.3	27.8	19.4	19.4	38.9
<b>Racial/Ethnic Group</b>							
White	9	100.0	I/S	I/S	I/S	I/S	I/S
African American	54	100.0	34.0	34.0	17.0	15.1	32.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	51	100.0	24.5	30.6	24.5	20.4	44.9
Disabled	13	100.0	53.8	30.8	0.0	15.4	15.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	64	100.0	30.6	30.6	19.4	19.4	38.7
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	64	100.0	30.6	30.6	19.4	19.4	38.7
<b>Socio-Economic Status</b>							
Subsidized meals	60	100.0	32.8	29.3	20.7	17.2	37.9
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	55	100.0	18.0	20.0	52.0	10.0	62.0
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	64	100.0	24.2	40.3	35.5	0.0	35.5
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	55	100.0	10.0	32.0	42.0	16.0	58.0
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	64	100.0	29.0	38.7	14.5	17.7	32.3
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	64	100.0	40.3	37.1	17.7	4.8	22.6
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	64	100.0	30.6	30.6	19.4	19.4	38.7
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 249)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.3%	Down from 3.0%	4.0%	3.0%
Attendance rate	93.9%	Down from 96.1%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	5.4%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	4.7%	3.2%
Eligible for gifted and talented	0.0%	Down from 3.6%	5.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.1%	Down from 4.3%	7.7%	8.2%
Older than usual for grade	1.2%	Down from 2.8%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 21)</b>				
Teachers with advanced degrees	52.4%	Up from 50.0%	50.0%	52.6%
Continuing contract teachers	81.0%	Up from 80.0%	78.8%	83.3%
Highly qualified teachers	100.0%	Up from 94.4%	92.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 5.3%	2.2%	0.0%
Teachers returning from previous year	89.2%	Up from 87.7%	83.7%	87.0%
Teacher attendance rate	96.2%	Up from 95.6%	94.9%	95.0%
Average teacher salary	\$39,061	Up 5.6%	\$40,404	\$41,703
Prof. development days/teacher	14.3 days	Down from 19.6 days	12.6 days	12.8 days
<b>School</b>				
Principal's years at school	20.0	Up from 19.0	4.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Up from 16.7 to 1	16.9 to 1	18.8 to 1
Prime instructional time	87.5%	Down from 90.4%	89.1%	89.8%
Dollars spent per pupil*	\$5,890	Up 33.5%	\$7,086	\$6,242
Percent of expenditures for teacher salaries*	57.3%	Down from 69.3%	64.0%	65.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	97.0%	Down from 98.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	96.6%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

South Elementary put into practice its belief that all children can learn, and learn at high levels. It had three classes with reduced pupil-teacher ratio of eighteen-to-one. South's instructional program is researched based. A basal program forms the foundation for reading instruction. Book-in-a-Bag, Reading Counts, Reading is Fundamental (RIF), and a variety of reading incentive programs supports the reading initiative. Monies from a Reading First Grant was used to provide additional reading materials, a literacy coach, a Reading Recovery teacher, an intervention teacher, and sustained teacher training. Hands-on math and science and an eclectic approach to the teaching of social studies increased the probability that children would learn at high levels. Writing begins in four-year-old kindergarten and develops sequentially in difficulty through the grades.

South's teachers are learners too. Weekly grade-level planning, writing test items, book studies, regular on-the-job training, visiting other successful teachers, and taking college courses ensure that they are well qualified for their positions.

Community interests and needs were met through volunteer opportunities, celebrating together, and parent instructional programs. Parents and students at the junior high and college level came on a regular basis to tutor children in math and reading. Many one-time volunteers came to share a favorite story or to accompany a class on a field trip.

South has four parenting programs. Each focuses on different needs and/or interests. Friday's Child offers opportunities for parents of four-year-olds to join their child in the school's library each Friday. They observe, with their child, a trained reader choose a developmentally appropriate book for listening and readiness instruction. Books for Babes meets monthly at South and three times a year at McLeod Hospital in Dillon. This program targets mothers-to-be and those with children under six. Tomorrow's Child meets monthly. Parents are taught basic reading and math strategies for assisting their children in grades one and above with these subjects. The First Steps facilitator visits in homes of children under four twice a week. The facilitator demonstrates for mothers how to teach their children age appropriate readiness skills.

South Elementary is devoted to its children and community. It maintained certification from the State Department of Education and The Southern Association of Colleges and Schools. South is a Title 1 School, a School of Promise, and participated in community service projects. South's goal is to provide an environment where children are nurtured, learning is valued, and visitors are welcome.

Peggy K. Stafford, Principal  
Lisa Savage, SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	21	64	37
Percent satisfied with learning environment	100.0%	92.2%	91.9%
Percent satisfied with social and physical environment	95.2%	95.2%	91.7%
Percent satisfied with school-home relations	66.7%	93.7%	70.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.